



Juvenile Justice Training Academy Lesson Plan

Program: Juvenile Probation Officer Basic Course		Citation Source: TAC 37 Chapter 341
Required by: <input type="checkbox"/> Texas Statute <input checked="" type="checkbox"/> Texas Administrative Code <input type="checkbox"/> Professional Development		
Training Title: The Role of a Juvenile Probation Officer		
Developed By: Resource Training Officer Group		Date: August 29, 2014
Revised By: Delisha McLain, TJJD Curriculum Developer		Date: March 1, 2018
PARAMETERS		
Training Duration: 1.00 Hour	Minimum/Maximum Number of Participants Recommended: 5 - 50	
Instructional Setting: Classroom	Target Audience: Juvenile Probation Officers completing mandatory training.	
COURSE DESCRIPTION		
<p>This course will explore the various roles of a Juvenile Probation Officer, including duties outlined in the Texas Administrative Code. Further, skills necessary in the navigation of daily job duties will be examined.</p>		
APPROVALS		

Training Authority

Chris Ellison, Manager
Juvenile Justice Training Academy

Date

Training Authority

Kristy Almager, Director
Juvenile Justice Training Academy

Date

PERFORMANCE OBJECTIVES

At the conclusion of this module, participants will be able to:

1. Discuss the varied roles a Juvenile Probation Officer will juggle and how to navigate each.
2. Examine the skills a Juvenile Probation Officer must use to be most effective.
3. Explore practical strategies a Juvenile Probation Officer can implement to manage day-to-day tasks.

INSTRUCTOR MATERIALS

1. TJJD Approved Lesson Plan, March 1, 2018
2. Copy of Participant Guide, March 1, 2018
3. Power Point Show, March 1, 2018

PARTICIPANT MATERIALS

1. Participant Guide, March 1, 2018

REFERENCES

1. Business Phrases. *Hard Skills List*. <https://www.businessphrases.net/hard-skills-list/>. Accessed February 1, 2018.
2. Ibid. *Soft Skills List*. <https://www.businessphrases.net/soft-skills-list/>. Accessed February 1, 2018.
3. Good Choices Good Life. *How to Respect Yourself and Others*. <http://www.goodchoicesgoodlife.org/choices-for-young-people/r-e-s-p-e-c-t/>. Accessed February 9, 2018.
4. Into The Abyss: A Personal Journey into the World of Street Gangs. *Part 2: The Goals of Probation and Parole*. https://people.missouristate.edu/michaelcarlie/what_I_learned_about/pp/goals.htm. Accessed February 6, 2018.
5. Juvenile Justice Information Exchange. *Vital Role of Juvenile Probation Officers*. <http://jjie.org/2014/05/30/the-vital-role-of-juvenile-probation-officers/>. Accessed February 6, 2018.
6. ONet Online. *Summary Report: Probation Officers and Correctional Treatment Specialists*. <https://www.onetonline.org/link/summary/21-1092.00>. Accessed February 6, 2018.
7. Psychology Today. *How to Stop Taking Things Personally*. <https://www.psychologytoday.com/blog/in-flux/201408/how-stop-taking-things-personally>. Accessed February 9, 2018.
8. Texas Administrative Code. *Chapter 341. Juvenile Probation Department General Standards*. <http://www.tjtd.texas.gov/publications/default.aspx>. Accessed January 25, 2018.
9. Ibid. *Chapter 344. Employment, Certification, and Training for Juvenile Officers*. <http://www.tjtd.texas.gov/publications/default.aspx>. Accessed January 25, 2018.
10. The Balance. *Hard Skills vs. Soft Skills: What's the Difference?* <https://www.thebalance.com/hard-skills-vs-soft-skills-2063780>. Accessed February 2, 2018.

ACKNOWLEDGEMENTS

1. Lozano, Rick, Multimedia Specialist. Bexar County Juvenile Probation Department. *A Day in the Life of a JPO*. 2013.
2. Texas Juvenile Justice Department. Juvenile Justice Training Department. *Code of Ethics-Disciplinary and Revocation Proceedings*. August 2009.
3. Ibid. Juvenile Justice Training Department. *Foundations of Juvenile Law-Family Code and Related Laws*. December 2017.
4. Ibid. Juvenile Justice Training Department. *The Role of the Juvenile Probation Officer*. August 2013.

EQUIPMENT AND SUPPLIES

- | | |
|---|--|
| <input checked="" type="checkbox"/> Projector | <input checked="" type="checkbox"/> Screen |
| <input checked="" type="checkbox"/> Laptop computer | <input checked="" type="checkbox"/> Marker(s): 1 pack |
| <input checked="" type="checkbox"/> External speakers | <input checked="" type="checkbox"/> Laser Remote |
| <input checked="" type="checkbox"/> Chart Pad(s): | <input checked="" type="checkbox"/> Batteries for Laser Remote |
| <input type="checkbox"/> Easel Stand(s): | <input type="checkbox"/> Other: |

SCHEDULE

Introduction	10:00
What Does a JPO Do?	15:00
Navigating JPO “Hats”	15:00
Achieving Balance	15:00
Final Thoughts	05:00

LEGEND



For Your Eyes Only

This is information for the Trainer only – it is facilitator guidance (i.e. Activity Instructions)



Speaker Notes

This will indicate information to be shared with participants



Action

This will direct facilitator when to do something (i.e. click to activate bullets, start media if necessary, chart participant responses)



Activity

This will indicate activity (small or large; individual or collaborative) before continuing on with presentation

Note: Unless otherwise indicated in the lesson plan and based on class size, the trainer has the discretion to use a designated group activity as an individual activity. The trainer shall process the activity, whether as designated or individually in an effort to maximize the learning environment for the participants.

IMPORTANT TRAINER INFORMATION

1. Prepare a **Parking Lot**. If a particular training course lends itself to potentially lengthy discussions that compromise training time, trainers are encouraged to prepare and use a Parking Lot in an effort to manage questions and time constraints efficiently. The Parking Lot is a piece of blank chart paper, titled **Parking Lot**. Paper is placed on a wall at the beginning of the training session, easily accessible to everyone. If the Parking Lot is used, place several pads of post-it® notes on participant tables for use during the training session and provide participants instructions on how a Parking Lot is used during training.

The Parking Lot's purpose is to track questions asked by participants and allows trainer to either research an appropriate answer or respond to the question at the applicable time during the lesson plan. Prior to ending the training session, the trainer will review questions posted on the Parking Lot to determine if all have been answered or if additional research is needed. Trainer will either ask participants to confirm all posted questions have been answered satisfactorily or will acknowledge to participants the need to seek additional clarification from a subject matter expert (SME), the curriculum developer (CD), or other approved resource. A follow-up email should be provided to participants in the training session.

2. Cover all activities unless marked Optional.
3. Time noted for an activity represents the entire activity process: introducing the activity, performing the activity steps, and debriefing the activity. During assigned activities, participants should be informed they have a "few" minutes to complete an activity instead of a set number of minutes (example: 10 minutes). This allows the trainer to shorten or lengthen time as needed.
4. During question and answer sessions or activities:
 - a. Questions followed by the (*Elicit responses.*) statement – should be limited to 1 or 2 participant responses. These questions are used to gain audience acknowledgement and not meant to be a lengthy group discussion.
 - b. Questions followed by an italicized (suggested) response – are to be covered by the trainer or participants. If participant responses do not cover the complete italicized response, the trainer will provide participants with the remaining information. The responses provided are suggested best answers as approved by the Technical Authority.

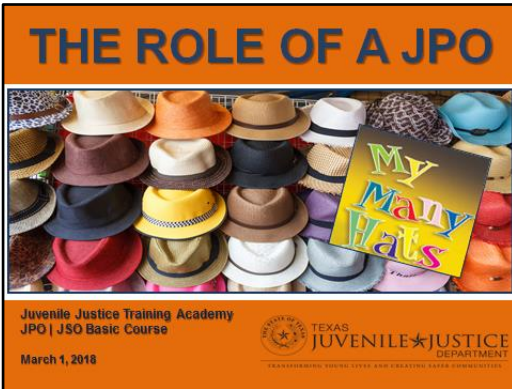
If participants suggest other responses, encourage them to explain their choices.

Specific | Word Map

1. To create a word map, first choose your topic. Write topic in the center of a whiteboard or chart paper. A whiteboard is suggested as it gives you more space to work with. Use the question in the lesson plan to prompt participants to say the first things they think of and write down what the participants say about the topic. Draw a line between the answers and the topic to connect the ideas together. Once word map complete, continue with the lesson plan.

Disclaimer:

The following curriculum is based on Chapter 37 of the Texas Administrative Code, developed by the Texas Juvenile Justice Department in collaboration with the Regional Training Officer Group of the Sam Houston State University Correctional Management Institute of Texas. Approved curriculum is signed by both a Technical and Training Authority. The Certification exam is based on approved TJJD standardized curricula. TJJD is mindful some examples referenced in the lesson plan may not be applicable in particular counties. Deviations regarding the material are discouraged; however, enhancements explaining local policy and procedure without breaching the fidelity of the information are supported. If a participant requires additional information beyond the scope of this curriculum, refer the participant to his (or her) immediate supervisor.



Slide 1: Introduction

Instructor's Corner:

PG: 5

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Trainer Notes:



INTRODUCTION

(Welcome participants to the course and discuss the agenda including information on breaks, lunch time, and other pertinent information. If using the "Parking Lot," prior to class, prepare a chart to use later as noted in the Important Trainer Information section of the LP. Place Post-it® notes on the tables or next to the Parking Lot chart for participant use.)

(The Texas Juvenile Justice Department is mindful some examples referenced in the lesson plan may not be applicable in certain counties or facilities. Deviations from this TJJD approved curriculum are discouraged; however, enhancements explaining local policy and procedure without breaching fidelity of the information are acceptable.)

Welcome to *The Role of a Juvenile Probation Officer* course. Today we will talk about the various roles or hats you will wear while supervising juveniles on supervision. Being a juvenile probation officer or JPO requires a dynamic spirit, someone who is willing to embrace change and juggle various responsibilities with juveniles and families. Each day will be unique and being able to navigate your role smoothly is key in becoming a successful JPO.

You will learn being a JPO requires exemplary leadership skills in order to be effective. By definition, a leader has the ability to inspire and influence others into completing a mission, task, or an objective, something JPO's are tasked with daily. Today, we will not only talk about your role as a leader but also about other roles you will manage with juveniles, how you can navigate those roles effectively, and some practical strategies you may use to achieve balance during your day-to-day tasks.



(For the following question, create a word map on a whiteboard or chart paper to provide participants a visual aid. See the Important Trainer Information at the beginning of this lesson plan for specific instructions on how to create a word map.)

(On the chart paper or whiteboard, write "JPO" large enough so all participants can see.)

Q: When you think of a JPO, what words immediately come to mind?

A: (Examples: Supervision, understanding, compassionate, enforcer, or counselor.)

This job will require patience, understanding, and the ability to decipher information to get to the root causes of behavior.



Let's take a moment to watch a video. As you watch, think about how patience will be helpful when performing daily responsibilities and in your participant guide, write down anything which stands out to you.

(Click to play video titled A Day in the Life of a JPO. Length of video is 5 minutes and 11 seconds. The video begins with a black screen with only audio for the first fifty-five seconds.)

Q: What are some of your thoughts about the video? *(Elicit responses.)*

Q: What were some activities seen in the video which you imagined a JPO would do?
(Elicit responses.)

Q: How did the video compare to what you thought a JPO actually does during the day? *(Elicit responses.)*

Each day for a JPO will bring new challenges and tasks. You may plan a day of home and school visits, only to find out one of the juveniles on your caseload has gotten arrested and will appear in court. You will need to be prepared for these unknown occurrences, because every day will be different and responsibilities may change.

Q: What questions do you have about the topic today? *(Answer questions, if any.)*

Let's review the course objectives.

Objectives


- Discuss the varied roles a Juvenile Probation Officer will juggle and how to navigate each.
- Examine the skills a Juvenile Probation Officer must use to be most effective.
- Explore practical strategies a Juvenile Probation Officer can implement to manage day-to-day tasks.

March 1, 2018 Texas Juvenile Justice Department Juvenile Justice Training Department 2

Slide 2: Objectives

Instructor's Corner:

PG: 5

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Trainer Notes:



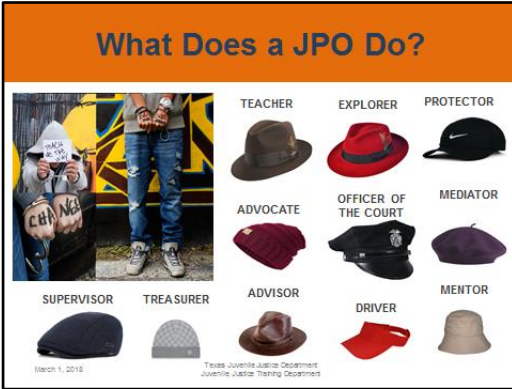
OBJECTIVES

(Click for each objective to appear as it is mentioned.)

At the end of the course today, you should be able to:

1. Discuss the varied roles a Juvenile Probation Officer will juggle and how to navigate each.
2. Examine the skills a Juvenile Probation Officer must use to be most effective.
3. Explore practical strategies a Juvenile Probation Officer can implement to manage day-to-day tasks.

Q: What questions do you have before we begin? *(Answer questions, if any.)*



Slide 3: What Does a JPO Do?

Instructor's Corner:

PG: 5

This slide appears with a picture. Click for each of the "hats" to appear as they are mentioned in the LP.

Trainer Notes:



WHAT DOES A JPO DO?

As a JPO, or officer of the court, you will find yourself wearing many hats throughout a typical day, or acting in several different capacities while managing juveniles. Depending on your local probation department, you may wear specific hats most of time, and in other departments, you may wear a myriad of hats daily. Our discussion today will focus on these hats, or job duties, and at the end of the course you will have the tools you need to excel at each of them. Let's take a look at some of those "hats" now.

(Click for the various hats to appear as they are mentioned.)

Some "hats" you will wear as a JPO include:

- Teacher
- Supervisor
- Explorer
- Mediator
- Advocate
- Protector
- Advisor
- Mentor
- Officer of the Court
- Driver
- Treasurer

Q: What other "hats" do you anticipate wearing? *(Elicit responses.)*

This list is certainly not an exhaustive one, but it does provide you with a good indicator of the roles you will find yourself performing often. One hat is not more important than another, all of them are necessary to ensure juveniles are successful while they are on supervision. While wearing your different hats, you will build healthy relationships with juveniles by exuding professionalism, maintaining appropriate boundaries, and following all policies and procedures your department expects.

Q: What questions do you have about the “hats” you will wear? *(Elicit responses.)*


The Texas Administrative Code outlines the specific duties of a certified JPO, which we will talk about now.



Slide 4: TAC Standards | Certified JPO Duties

Instructor's Corner:

PG: 5

 This slide appears with a picture. Click for standards, video to play, and remainder of the standards to appear as they are mentioned in the LP.

Trainer Notes:



TAC Standards | Certified JPO Duties

The Texas government oversees the Texas Juvenile Justice Department, which is responsible for providing community-based supervision and funding for juvenile probation departments around the state. Local government appoints members of county juvenile boards, which along with the state oversees probation departments, facilities, and establishes local department guidelines and policies. As a JPO and employee of your local juvenile probation department, you must follow the standards, policies, and procedures set by the state and local departments. The Texas Administrative Code Chapter 344 outlines standards required to become a certified JPO, which includes a minimum of 80 hours of training, 40 hours on specific mandatory topics and 40 hours of local level training. The required mandatory topics will be discussed throughout the training this week and include the following topics:

- The Role of the JPO
- Customized Case Design
- Recognizing | Supervising Juveniles with Mental Health Issues
- Officer Safety | Mechanical Restraints
- Texas Family Code | Related Laws
- Understanding Professional Liabilities

- Courtroom Proceedings | Presentation
- Code of Ethics | Disciplinary | Revocation Hearings
- Abuse | Neglect | Exploitation
- Purpose | Goals of the Prison Rape Elimination Act | PREA
- Suicide Prevention | Intervention
- Trauma-Informed Care
- Adolescent Development and Behavior
- Cultural Competency – Cultural Equity *and* Gender and Sexuality | A Changing Perspective

The additional 40 hours mentioned in Chapter 344 and provided by the local level should be relevant to specific on-the-job duties and must be clearly documented when submitted to the Texas Juvenile Justice Department (TJJD). Once training hours have been reviewed and approved by TJJD, an individual will receive their certification. If an officer is awaiting certification from TJJD, they may perform the duties of a JPO as long as they have not exceed the deadline for submitting a certification application, they have completed a minimum of 40 hours of training, which must include the mandatory topics, and they have passed the JPO certification exam.

The specific duties for JPOs are outlined in Chapter 341 of the TAC and are as follows.

(Click for each standard to appear as it is mentioned.)

- Conduct intake interviews, preliminary investigations, and make release decisions
Whether working in the Intake unit, where juveniles are processed after an arrest, or in a community office, you will conduct interviews with juveniles and their families when they enter the juvenile justice system. You will use this information

to determine the risks and needs of a juvenile and when deciding whether a juvenile should be released from juvenile detention or detained after an arrest.

Depending on the county, several assessments will likely be administered to juveniles at the time of intake in order to determine their criminogenic needs or the risks contributing to their delinquent conduct. These tools in part, can identify whether a juvenile has been a victim of human trafficking (using the Commercial Sexual Exploitation - Identification Tool (CSE-IT) or the number of traumatic events or adverse childhood experiences (ACEs) they have been through. Other tools departments may use include the Positive Achievement Change Tool (PACT) and the Risk and Needs Assessment (RANA) provided by TJJD, both of which identify juvenile risks and needs and provide guidance of what goals to assign a juvenile while they are on supervision. The tools each department uses may vary and additional training may be necessary to use them.

- Provide final approval of written social history reports

As a JPO, you will be required to write social history or pre-disposition reports on juveniles who must appear in court. These reports contain pertinent information about a juvenile, which the court will need to make an informed decision. Your pre-disposition report must be well written, contain facts you learn in the initial interview about the juvenile, and should not contain any personal opinions or biases you may have. Always follow your local policy and procedure with regard to who will have final approval over these reports before you appear in court.

- Recommend dispositions in formal court proceedings

When you appear in court with a juvenile charged with delinquent conduct, you will be expected to provide the court recommended outcomes you believe are

appropriate for him or her. For example, if you have a juvenile appearing in court for a theft charge, it will be your decision on whether to recommend informal or formal supervision, time frames, and what terms or conditions the juvenile should have to complete. You will learn more about these decisions along with pre-disposition reports in the *Courtroom Proceedings and Presentations* course.

Although you will be making recommendations to the court, you should not provide legal counsel or attempt to interpret the law to juveniles and families. Any verbal communication you have with them does not constitute legal advice or interpretation of the law. To indicate to families any advice you provide is legal in nature is considered unauthorized, is illegal, and may cause personal and professional liabilities for you later. For more information on the law and intent of the law, the *Texas Juvenile Law Book* is an excellent resource.

- Act as the primary supervising JPO for court-ordered and |or deferred prosecution cases

Once a juvenile appears in court, they can either be adjudicated and placed on court-ordered supervision, or granted deferred prosecution, which means they were granted an agreement by the state to complete certain conditions, in exchange for not having to appear in court. As a JPO, one of your duties will be to ensure juveniles are abiding by ordered conditions until the case is closed or transferred to another officer. You will also conduct home, school, and employment visits, and will often have contact with collateral parties, such as counselors, teachers, or family members.



Let me show you a short video showing a JPO conducting school visits for juveniles on her caseload. Pay attention to how her daily tasks change in an instant.

(Click to play video titled JPO Checkup. Length of video is 1 minute and 10 seconds.)

Q: What are your thoughts on the video? *(Elicit responses.)*

The JPO in the video had a system for visiting juveniles assigned to her. To increase efficiency, she decided to meet with all juveniles on her caseload who attended the school she was visiting. This way, she is maximizing the visit and meeting with as many people as she can. One school visit can provide lots of information, like grades, attendance, and discipline records. You may even decide to do a home visit after your school visit if you discover one of your juveniles is not at school. Being flexible with your schedule is essential in your role.

Let's continue our discussion about the duties of a JPO.

(Click for the remainder of the duties to appear as they are mentioned.)

- Develop and implement case plans

Once a juvenile has appeared in court and is placed on formal supervision, a case plan will need to be completed within 30 days of the disposition or court decision. The case plan outlines specific goals and expectations for the juvenile and family during the supervision period and every case plan will be based on individual needs. You will learn about case plans in the *Customized Case Design* course.

- Refer juveniles for local mental health services

You will find out about a juveniles mental health history from the information

you gather at the initial intake meeting. You should also request documents from the family and the school about any mental health treatment a juvenile has received, with parent permission and present this information to the court. Continuing mental health services will likely be a condition of probation and if they are not receiving services, you will be expected to submit a referral to an appropriate local mental health facility, at least three months before the juvenile completes a supervision term. If the juvenile already is receiving services, you must follow-up with the mental health provider and ask for written documentation regarding a juvenile's attendance and participation. You will learn more about supervising juveniles with mental health issues in the *Recognizing and Supervising Juveniles with Mental Health Issues* course.

- Act as the primary JPO in a collaborative supervision agreement

If a juvenile moves to another county while on court-ordered supervision, his or her case must be transferred to the receiving county and a JPO within that jurisdiction must resume supervision. The JPO in the receiving county will provide periodic oral, electronic, or written reports concerning the juvenile to the sending county. Most counties will have a designated officer overseeing these cases and will assign the case to the appropriate unit in the department. If your county uses the Juvenile Case Management System you will receive juvenile information via this system. Consult your local department on information regarding collaborative supervision.

- Take a juvenile into custody

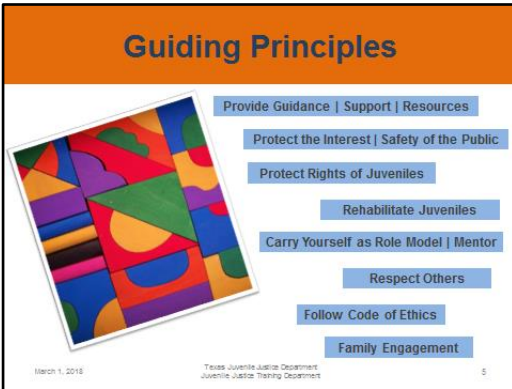
When a juvenile has violated conditions of their court-ordered probation, he or she must be taken into custody, either by you or local law enforcement, depending on your local policies and procedures. If you are able to take juveniles

into custody, you must first be certified in the use and application of mechanical restraints. We will talk about this more during the *Officer Safety and Mechanical Restraints* course, however be sure to consult your local department for more information about when training on mechanical restraints is scheduled.

- Explain to a juvenile and their parent, guardian, or custodian, the following:
 - who will have access to their juvenile record; and
 - how to seal their records. Your local department must have a specific protocol regarding how sealing of records information will be addressed with families. Consult your local department regarding these guidelines.
 - When a case is closed, the family must receive a copy of the sealing of records information.

Q: What questions do you have about the duties of a JPO? (*Answer questions, if any.*)


Knowing your duties as a JPO is critical, but you also need to understand the guiding principles or fundamentals behind your job.



Slide 5: Guiding Principles

Instructor's Corner:

PG: 6

 This slide appears with a picture. Click for the principles, video to play, and remainder of the principles to appear as mentioned in the LP.

Trainer Notes:



GUIDING PRINCIPLES

Every profession has a set of guiding principles or a set of goals and outcomes they wish to achieve. The role of JPO is no exception. JPO guiding principles are directly linked to rehabilitating juveniles and outline our purpose when working with them.

Here are the core principles.

(Click for each of the principles to appear as they are mentioned.)

- Provide juveniles with guidance, support, and resources to community-based treatment programs
Being an officer of the court is more than just ensuring rules of probation are followed. While juveniles are on supervision, they will require your continuous encouragement, support, and assistance leading them to a successful supervision period and beyond.
- Protect the interests and safety of the public by providing supervision and treatment to juveniles

You will be expected to wear the “supervisor” hat; making sure juveniles complete their conditions timely, in an effort to ensure they are productive members of the community. This will include making sure juveniles follow their curfew, filing curfew violations, monitoring school attendance, and ensuring juveniles attend mandatory counseling sessions. You are the eyes and ears of the judge assigned to a juvenile’s case. If a juvenile fails to comply with orders of the court, it could lead to violations, stiffer requirements of supervision, or placement in a facility.

- Protect the rights of juveniles

Juveniles, even though they have been sanctioned by a court, have certain rights, particularly if they are in a secure or detention facility. You must make sure all juveniles are treated fairly and if not, report any wrongdoing. As a JPO, you have a moral and legal obligation to report any allegation of abuse, neglect and exploitation regarding juveniles. Wearing your “protector” hat ensures all juveniles are safe and free from harm. You will learn more about unjust treatment in the *Abuse, Neglect, and Exploitation* course.

- Rehabilitate juveniles by highlighting resilience

JPOs are tasked with encouraging the development of a juvenile’s resilience, or the ability to overcome traumatic events. You can do this by reiterating positive influences in a juvenile’s life and by referring to programs which will prepare them for adulthood.

- Carry yourself as a role model | mentor

You may not realize it, but juveniles will often see you as a role model and a mentor. Many times, juveniles in our care have no positive influences and will

look to us for guidance. Your “role model” hat is particularly significant and should exude professionalism, empathy, and respect. This does not mean cross the line and develop inappropriate boundaries. It means you should do all you can to support juveniles, encourage them, and always maintain proper boundaries.

- Respect others

Respect is given to a person based on how they treat others, their ability to convey honor and integrity, and whether they seem honest and trustworthy. As a JPO, treating everyone around you, including yourself, juveniles, families, and coworkers with respect will likely result in respect being reciprocated. Listening to people, making them feel they are being heard, and imparting kindness and empathy are all ways to show respect.

- Follow code of ethics

You are expected to follow the code of ethics, set forth by the state of Texas. As a JPO, you are expected to make ethically sound decisions and follow the “do’s and don’ts” outlined in the TAC Chapter 345. We will talk more about these standards in the *Code of Ethics and Disciplinary Proceedings* course.

- Promote family engagement

Without family input, juveniles will have a much harder time being successful on supervision. Family engagement is critical and without it, further problems may occur, such as substance use, depression, or subsequent arrests. You may find yourself wearing your “mediator” hat when meeting with juveniles and families because they often have poor communication skills leading to disagreements.

Despite the arguments which may occur, family will always be an integral part of

the success of juveniles and they should always feel they have a voice in possible outcomes.



Let me show you another short video with the previous JPO talking about the importance of family engagement.

(Click to play video titled JPO and Importance of Family. Length of video is 1 minute and 38 seconds.)

Q: What are your thoughts on the video? *(Elicit responses.)*

Q: What questions do you have about the guiding principles a JPO should follow?
(Elicit responses.)

Now that we have talked about the duties and principles of a JPO, let's talk about what you can do to wear multiple "hats" smoothly.



Slide 6: Navigating JPO "Hats"

Instructor's Corner:

PG: 7

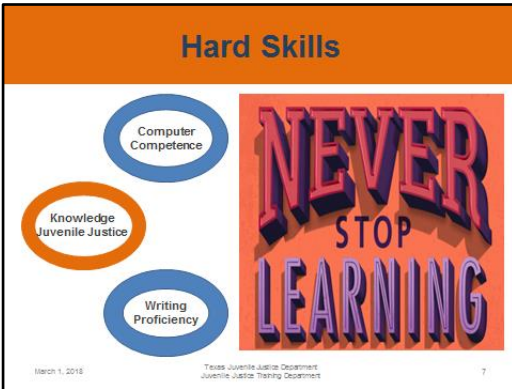
Trainer Notes:



NAVIGATING JPO "HATS"

Managing multiple juveniles at once may be challenging, especially if some of those juveniles have multiple problems and are at high risk for either reoffending or being removed from their home. As the video we saw at the beginning of the course illustrated, phone calls about juveniles getting in trouble at school, juveniles getting arrested, home and school visits, and office responsibilities, can make the job of a JPO overwhelming. Couple those tasks with scheduled court hearings or families coming to your office unexpectedly, and it becomes imperative you learn how to not only manage your professional life, but your personal one as well.

There are some practical things you can do when attempting to alleviate these day to day stressors, including relying on hard and soft skills, necessary in any profession. Let's begin talking about hard skills.



Slide 7: Hard Skills

Instructor's Corner:

PG: 7

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Trainer Notes:



Hard Skills

Q: What is the difference between hard and soft skills? (*Elicit responses.*)

Hard skills are those which can be taught and require a specific skill set. It's easy to prove you have the ability to perform hard skills, simply by producing an education degree, certificate, or award. Soft skills on the other hand, are those interpersonal traits which characterize how a person relates to others. You can't produce a certificate saying you are competent in something such as critical thinking, but people will know you are proficient in soft skills by their interactions with you.

As a JPO, hard skills are necessary because certain duties will require specific knowledge and will be difficult to complete without them. Some examples of these include:

(Click for each example to appear as it is mentioned.)

- Computer competence

Most departments document juvenile records via a computer system. You must be

educated on how to use a computer and how to navigate the software your local department may use.

- Comprehension of the juvenile justice system

You must have a basic understanding of how the juvenile justice system is structured and how you fit into the process. Further, you must have knowledge of court processes, options for court dispositions, and standards and policies regarding juveniles to perform your job efficiently. The longer you perform the duties of a JPO, the more your knowledge base will increase about the juvenile justice system.

- Writing proficiency

Every interaction you have with and about juveniles and families will require a corresponding written note. You will prepare pre-disposition reports for court proceedings, which will become part of the official court records. You will also keep detailed and concise chronologicals, documenting all interactions you have with a juvenile. Case files will not only be seen by coworkers, but by supervisors, judges, and administrative staff as needed. Your writing must reflect professionalism and convey you know what you are talking about. We will learn specific strategies about writing skills in the *Customized Case Design* course.

Q: What questions do you have about hard skills and how they relate to the JPO role?

(Elicit responses.)


Let's talk about soft skills.



Slide 8: Soft Skills

Instructor's Corner:

PG: 7

 This slide appears with a picture. Click for each of the examples to appear as they are mentioned in the LP.

Trainer Notes:



Soft Skills

Also known as people or interpersonal skills, soft skills directly impact the success of your professional and personal life. Being a juvenile justice professional requires soft skills because most of the time, you will interact with others, including juveniles, families, court staff, counselors, and coworkers just to name a few. Some specific examples of soft skills include:

(Click for each soft skill to appear as it is mentioned.)

- **Communication**

The bulk of your day will be spent interacting with and communicating with others. You must express yourself with integrity, in a clear, concise manner, whether verbally, or in the reports and notes you prepare. Professional communication will build healthy relationships with juveniles, families, and coworkers.

- **Problem Solving Abilities**

You will spend much of your time determining the best course of action for a

juvenile and identifying alternative solutions for often complex problems. In these cases, it is a good idea to consult your coworkers and supervisors, who may offer suggestions you may not think of.

- Organization

You will supervise multiple juveniles and will be responsible for several case files. Strong organization skills will help with time management, completion of paperwork, meeting deadlines, and maintaining schedules.

- Flexibility

Because your responsibilities can change from one hour to the next, flexibility is a must. Being rigid with your schedule will create undue stress and frustration for everyone involved. Your coworkers may need your help during the day, so the ability to make needed adjustments is critical in day to day duties.

- Teamwork

Working with others is essential in any role. As a JPO, you may need a coworker to assist with a drug test if a juvenile you supervise is of the opposite sex. You or a family member may become ill and because you cannot attend work, a coworker will have to step in for you. Working with your coworkers and having each other's back will create strong team comradery, essential in this job.

- Time Management Skills

Without managing your time, your schedule will become derailed. You must manage all of your duties, regardless of if your responsibilities change. Be sure to keep up with daily chronologicals and other pertinent paperwork. Come up with a system which works for you to help you stay on track.

Q: What questions do you have about soft skills? (*Answer questions, if any.*)

Q: Which do you think is most beneficial to have as a JPO, hard or soft skills? (*Elicit responses.*)

Both of these types of skills are beneficial and necessary. A well-rounded professional has both, which make most tasks more manageable, despite the presence of stress.


We have talked about standards, principles, and skills necessary to be a successful JPO. Let's talk about some tips you will find helpful when you begin supervising juveniles, most of which will seem like common sense, but will be invaluable to you later.



Slide 9: Tools of the Trade

Instructor's Corner:

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Trainer Notes:



Tools of the Trade

There are a few tools or tips of the trade which will help you with your daily JPO responsibilities. These savvy recommendations will provide some guidance on how to approach certain tasks and ultimately make your life easier. You will learn about several tools of the trade in the course *Officer Safety and Mechanical Restraints*, but for now, consider the following:

(Click for each tool to appear as it is mentioned.)

- Always keep an extra set of clothes and shoes in your office
You never know when you will be expected to appear in court or in front of a judge and you must be appropriately dressed. Meeting with a judge on dress down Friday when you are wearing jeans and tennis shoes may not be the best way to present yourself. Further, if you have a juvenile who is arrested and you have to go to see them in detention, you should have comfortable shoes. Keep these things in your office so you will be ready in a moment's notice.

- Keep a small mirror at your disposal

Although you may not think about this, having a mirror in your office may save you from embarrassment. Consider this, a family shows up unexpectedly to meet with you and you are in the middle of lunch. You bring the family in your office, but you haven't checked the mirror and you have a piece of green lettuce stuck in your teeth. Not exactly a great first impression.

- Keep all necessary blank paperwork in your car

You never know what paperwork you will need when meeting with juveniles. Even though you have a juvenile's case file with you, you may need to complete a new case plan during an unscheduled home visit. You don't want to miss an opportunity to get pertinent paperwork signed because you were not prepared.

- Keep your phone charged and keep a charger in your car

The last thing you need is your phone to be inoperable when you find yourself in a dangerous situation. Further, you don't want to get stranded in your car without having a phone to call for help, if necessary.

- Do not say anything to a juvenile you see in the community, unless they approach you first

Although a juvenile is on supervision, they may not share this information with everyone they know. You should be discreet if you see a juvenile in the community, and only speak if he or she speaks to you. Along the same vein, keep visits to a juvenile's place of employment short and to the point.

- Social media

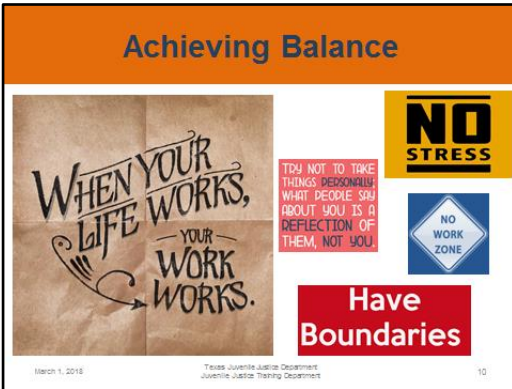
Social media has greatly expanded the ability to make connections with others and

it's likely you have at least one social media account you access regularly. While it may be tempting to connect with juveniles and families in order to monitor their activities, it is best to avoid this because it may lead to inappropriate relationships, which could lead to consequences, such as disciplinary action or loss of certification. There may be exceptions to this rule, depending on your department and a juvenile's level of supervision; be sure to follow local policy and procedure regarding how you may connect with juveniles on social media.

Q: What other tips can you think of to help in your capacity as a JPO? (*Elicit responses.*)

This is certainly not an exhaustive list; these tips are just meant to get you to think about ways to make your job run smoothly.

There are so many aspects of being a JPO and wearing various hats, sometimes all in one day, may be challenging. Let's talk about how you can remain balanced while juggling multiple roles.



Slide 10: Achieving Balance

Instructor's Corner:

PG: 8

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Trainer Notes:



ACHIEVING BALANCE

You will wear a myriad of hats in your role as a JPO. While doing so, you must make sure you achieve balance in your own life, to avoid either vicarious trauma or compassion fatigue. You will learn more about these possible outcomes in the *Trauma-Informed Care* course, but for today, let me give you a few tips to help with maintaining balance in your life while managing multiple juveniles.

(Click for each tip to appear as it is mentioned.)

- Learn and practice healthy ways to handle stress

Because JPOs are often moving from one case to the next without taking much needed breaks throughout the day, it can be difficult to find a healthy balance in their personal life. A bit of stress is fine, but if you find you are so stressed you are having difficulty maintaining your own friendships and family dynamics, you must step back and gain clarity on your responsibilities and identify healthy outlets to relieve the stress you are feeling.

- Avoid taking work home

If you find yourself working late evenings on case files or typing pre-disposition reports the night before court, your time management skills may need some tweaking. Further, thinking of work while on vacation or the weekends may lead to burnout later. Make sure to use your time wisely and if you are feeling overwhelmed, seek help from your coworkers or ask your supervisor for guidance.

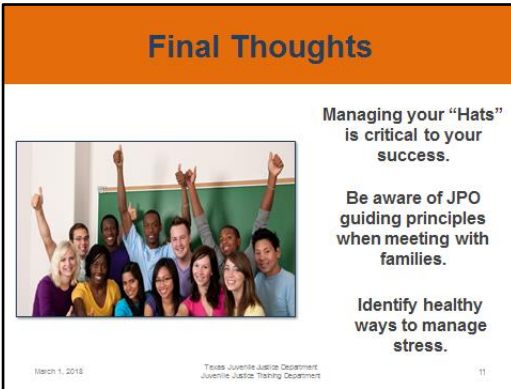
- Don't take things personally

This may be difficult, particularly if your integrity is being questioned. Showing anger in stressful times will only drive a wedge between you and families you work with. Juveniles and families are dealing with issues we may not have any prior experience with and they are handling their situations the best they know how. The more you believe you are being personally attacked, the more stress you will begin to carry with you. Try to put yourself in the shoes of juveniles and their families. They may have biases with authority figures based on prior experiences and are taking their anger out on you. Try not to jump to conclusions and know their anger is likely due to their situation and perceptions.

- Maintain appropriate boundaries at all times

This is key in avoiding precarious situations. Inappropriate boundaries will only lead to situations you may not easily be able to remove yourself from later. As juvenile justice professionals, we must always carry ourselves with respect and integrity, for families and ourselves.


Q: What other ways can you achieve balance as a JPO? (*Elicit responses.*)



Slide 11: Final Thoughts

Instructor's Corner:

PG: 8

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Trainer Notes:



FINAL THOUGHTS

Being a JPO will be filled with moments of triumph, humility, and a sense of accomplishment. You will also have some challenging times, but by juggling your professional and personal hats, you will be able to navigate your daily responsibilities effectively.

Some final thoughts for today:

- Managing your “hats” is critical to your success.
- Always be mindful of the JPO guiding principles when meeting with families.
- Identify healthy options to relieve stress to avoid compassion fatigue and subsequent burnout.

Thank you for your participation in *The Role of a JPO* course today.